



## WATEREE ELEMENTARY

424 Wildwood Lane  
Lugoff, SC 29078

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	609 Students	
<b>Principal</b>	Gail Stehle	803-438-8018
<b>Superintendent</b>	Dr. Frank E. Morgan	803-432-8416
<b>Board Chair</b>	Joseph Dorton, Jr.	803-408-2433

# THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2011</b>	<b>Good</b>	<b>Average</b>
2010	Average	Good
2009	Average	Average
2008	Average	At-Risk
2007	Average	At-Risk

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://ed.sc.gov>  
<http://eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

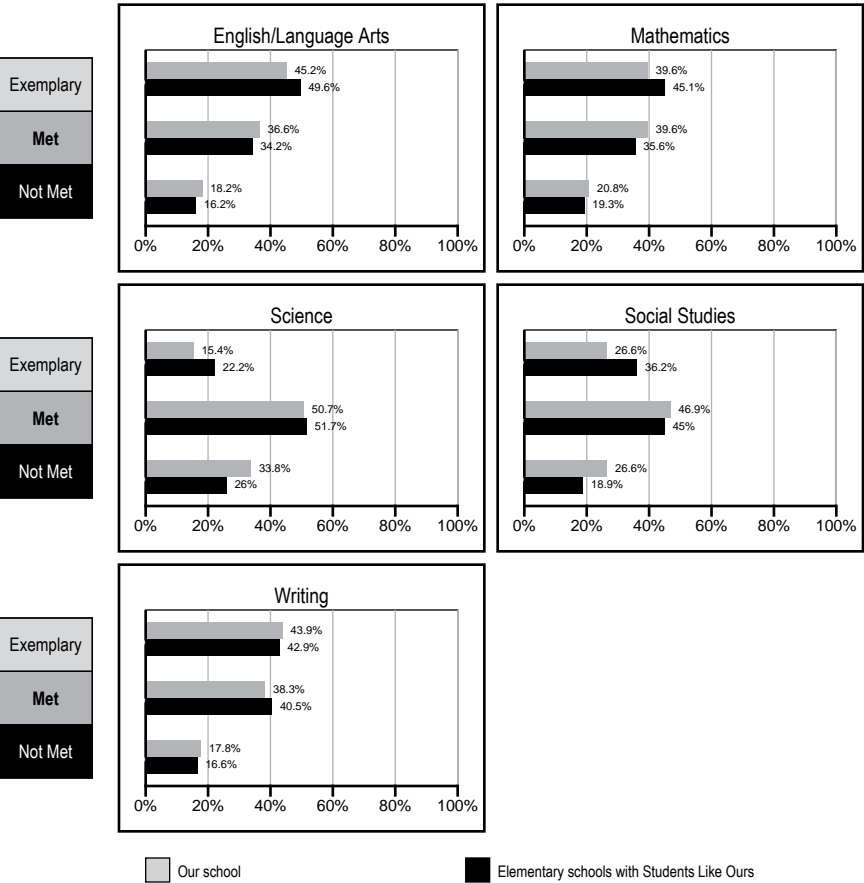
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 98.1%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
30	32	11	0	0

\* Ratings are calculated with data available by 11/09/2011.

Palmetto Assessment of State Standards (PASS)



\* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=609)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.3%	Up from 0.5%	0.9%	1.1%
Attendance rate	95.4%	Down from 95.5%	96.2%	96.2%
Served by gifted and talented program	19.9%	Down from 20.1%	19.9%	13.4%
With disabilities other than speech	3.4%	Down from 5.0%	3.4%	4.1%
Older than usual for grade	0.0%	Down from 0.2%	0.2%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=31)</b>				
Teachers with advanced degrees	71.0%	Down from 75.0%	65.9%	62.5%
Continuing contract teachers	96.8%	Up from 88.9%	89.7%	88.2%
Teachers returning from previous year	88.2%	Down from 91.3%	90.2%	87.8%
Teacher attendance rate	96.8%	Up from 96.4%	94.9%	95.2%
Average teacher salary*	\$50,294	Down 2.2%	\$48,492	\$46,773
Professional development days/teacher	6.0 days	Up from 5.2 days	11.0 days	10.5 days
<b>School</b>				
Principal's years at school	2.0	Up from 1.0	5.0	4.0
Student-teacher ratio in core subjects	23.1 to 1	Up from 19.9 to 1	20.8 to 1	19.9 to 1
Prime instructional time	91.7%	Up from 91.6%	90.3%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.3%	Down from 100.0%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$5,439	Down 10.2%	\$6,911	\$7,447
Percent of expenditures for instruction**	72.3%	Down from 72.7%	69.1%	68.4%
Percent of expenditures for teacher salaries**	71.8%	Up from 71.1%	67.0%	65.8%

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

Abbreviations for Missing Data

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## Report of Principal and School Improvement Council

Wateree Elementary School is proud to announce a very successful 2010-11 school year! We continued to focus on our School Renewal Plan including raising student achievement, promoting good character and increasing parent/community involvement.

Based on the 2009-10 PASS scores, WES received the SC Palmetto Silver Award for increased student achievement. To continue that momentum, DIBELS, DRA2, Tests for Higher Standards, John Collins Writing assessments and Everyday Math assessments were used throughout this year to determine students' academic strengths and needs and to respond appropriately to them, pushing student achievement upward in 2010-11. Students took much interest in the Accelerated Reader Program, increasing the number of books checked out through the media center from 43,955 in 2008-09 to 53,794 in 2009-10 then to 58,103 in 2010-11. Focus groups continued daily in Kindergarten to promote readiness for first grade. One teacher assistant served as a tutor for third through fifth grade students to boost their reading skills. The Child Study Team was strong in implementing and making full use of the Response to Intervention tier system. Teachers received professional development in John Collins Writing and implemented it fully, realizing highly significant student gains in the writing process. Science was very hands-on, made possible through the use of science equipment kits, and teachers increased their focus on social studies. All students received computer training as part of their weekly rotation of Related Arts classes. Each grade level had access to a rolling laptop lab and the stationary laptop lab to increase students' technology skills. A+ computer tutoring was implemented school-wide as an intervention for struggling students and an enhancement for high-achieving students. On MAP (Measures of Academic Progress) testing, Kindergarten through fifth grade students scoring at the 50th percentile or above grew by 8.53% in math and 14.05% in reading from fall to spring.

The Positive Behavior Intervention Support System (PBIS) was magnificent and gained recognition as one of only twenty-one schools in the state to be awarded the PBIS Exemplar Award, the highest award possible! Parents, community members and staff donated time and money to reward children throughout the year for their exemplary behaviors. Also, as part of the character education program at WES, students raised more than \$4000.00 to give back to the community, all donated to the American Cancer Society for research toward finding a cure for cancer. Thank you to all of our parents and community for your support of Wateree Elementary School students!

Jennifer Adams, SIC Chair

Gail Stehle, Principal

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	28	98	45
Percent satisfied with learning environment	89.3%	81.6%	90.5%
Percent satisfied with social and physical environment	89.3%	82.7%	84.1%
Percent satisfied with school-home relations	96.4%	79.4%	83.3%

\* Only students at the highest elementary school grade level and their parents were included.

## Abbreviations for Missing Data

N/A–Not Applicable   N/AV–Not Available   N/C–Not Collected   N/R–Not Reported   I/S–Insufficient Sample

No Child Left Behind

School Adequate Yearly Progress	NO
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This school met 15 out of 17 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance		
	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	1.6%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	2.6%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	2.5%	0.0%	No
Student attendance rate	95.4%	94.0%**	Yes

\* Or greater than last year

Abbreviations for Missing Data

**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)**

All Students	320	100	18.2	36.6	45.2	90.1	85.2	82.4	Yes	Yes
<b>Gender</b>										
Male	161	100	22.7	39	38.3	85.7	82.3	78.7	N/A	N/A
Female	159	100	13.4	34.2	52.3	94.6	88.4	86.2	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	257	100	16.9	35.5	47.6	90.7	89.1	88.9	Yes	Yes
African American	53	100	27.7	36.2	36.2	85.1	76.3	72.9	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	100	93	I/S	I/S
Hispanic	5	I/S	I/S	I/S	I/S	I/S	84.4	79.3	I/S	I/S
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	100	83	I/S	I/S
<b>Disability Status</b>										
Disabled	34	100	62.5	28.1	9.4	53.1	51.1	48.1	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.9	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	81.7	78.3	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	151	100	28	40.6	31.5	86	79.2	75.4	Yes	Yes

**Mathematics - State Performance Objective = 79.0% (Met or Exemplary)**

All Students	320	100	20.8	39.6	39.6	84.5	84.2	81.9	Yes	Yes
<b>Gender</b>										
Male	161	100	24	36.4	39.6	82.5	82.3	79.9	N/A	N/A
Female	159	100	17.4	43	39.6	86.6	86.3	84.1	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	257	100	18.5	40.7	40.7	86.7	88.9	88.9	Yes	Yes
African American	53	100	36.2	27.7	36.2	70.2	72.9	71.4	No	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	95.7	94.6	I/S	I/S
Hispanic	5	I/S	I/S	I/S	I/S	I/S	87.5	81.1	I/S	I/S
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	90.9	84.4	I/S	I/S
<b>Disability Status</b>										
Disabled	34	100	71.9	21.9	6.3	40.6	51.2	47.3	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	77.6	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	85.2	81.4	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	151	100	32.9	42	25.2	74.1	77.8	74.9	No	Yes

\* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	215	100	33.8	50.7	15.4	66.2	72.3	68.6
Gender								
Male	108	100	29.4	49	21.6	70.6	72.5	68.3
Female	107	100	38.4	52.5	9.1	61.6	72	68.9
Racial/Ethnic Group								
White	172	100	27.9	55.2	17	72.1	81.3	80.7
African American	36	100	61.3	29	9.7	38.7	52.9	51.4
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	81.3	85.3
Hispanic	3	I/S	I/S	I/S	I/S	I/S	65.9	61.6
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	70.8
Disability Status								
Disabled	24	100	N/AV	N/AV	N/AV	31.8	39.5	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	42.9
English Proficiency								
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	59.6	60.7
Socio-Economic Status								
Subsidized meals	98	100	50.5	43	6.5	49.5	61.4	57.3

Social Studies

All Students	216	100	26.6	46.9	26.6	73.4	72.8	72.5
Gender								
Male	112	100	26.2	43.9	29.9	73.8	72.2	72
Female	104	100	27	50	23	73	73.5	73.1
Racial/Ethnic Group								
White	171	100	26.9	45.5	27.5	73.1	78	81
African American	38	100	23.5	55.9	20.6	76.5	60.3	60
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	94.1	89
Hispanic	4	I/S	I/S	I/S	I/S	I/S	76.7	69.6
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	73.5
Disability Status								
Disabled	22	100	N/AV	N/AV	N/AV	50	45.5	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	53.8
English Proficiency								
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	71.4	69.7
Socio-Economic Status								
Subsidized meals	102	100	34	53.6	12.4	66	63.3	62.9

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	111	99.1	17.8	38.3	43.9	82.2	77.8	73.2	95.4	95.9
Gender										
Male	56	100	25	44.6	30.4	75	73.2	67.2	95.4	95.8
Female	55	98.2	9.8	31.4	58.8	90.2	82.8	79.4	95.5	96
Racial/Ethnic Group										
White	87	100	14.1	38.8	47.1	85.9	84	81.5	95.3	95.6
African American	21	95.2	36.8	26.3	36.8	63.2	66.1	61.3	96.1	96.4
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	87	94.5	96.9
Hispanic	1	I/S	I/S	I/S	I/S	I/S	60.3	66.7	95.5	96.4
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2	97	95.3
Disability Status										
Disabled	11	100	N/AV	N/AV	N/AV	18.2	27.4	26	94.6	95.2
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	40.5	N/A	N/A
English Proficiency										
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	60.8	65.7	97.1	97
Socio-Economic Status										
Subsidized meals	50	100	31.3	33.3	35.4	68.8	67.1	63.2	94.5	95.5

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2010	3	109	100	25	34.6	40.4	75
	4	115	100	17.4	30.3	52.3	82.6
	5	107	100	12.7	40.2	47.1	87.3
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	100	100	17	27.7	55.3	83
	4	111	100	21	37.1	41.9	79
	5	109	100	16.3	44.2	39.4	83.7
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2010	3	109	100	35.6	35.6	28.8	64.4
	4	115	100	14.7	35.8	49.5	85.3
	5	107	100	21.6	44.1	34.3	78.4
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	100	100	21.3	36.2	42.6	78.7
	4	111	100	18.1	40	41.9	81.9
	5	109	100	23.1	42.3	34.6	76.9
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2010	3	53	100	45.1	31.4	23.5	54.9
	4	115	100	24.8	67	8.3	75.2
	5	54	100	28.8	63.5	7.7	71.2
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	51	100	34.8	37	28.3	65.2
	4	111	100	28.6	60	11.4	71.4
	5	53	100	44	44	12	56
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2010	3	56	100	32.1	49.1	18.9	67.9
	4	115	100	19.3	60.6	20.2	80.7
	5	53	100	24	48	28	76
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
2011	8	0	N/A	N/A	N/A	N/A	N/A
	3	49	100	22.9	54.2	22.9	77.1
	4	111	100	27.6	47.6	24.8	72.4
	5	56	100	27.8	38.9	33.3	72.2
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2012	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2010	3	109	99.1	30.8	37.5	31.7	69.2
	4	114	99.1	21.3	44.4	34.3	78.7
	5	105	100	22.5	27.5	50	77.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
2011	8	N/A	N/AV	N/A	N/A	N/A	N/A
	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	111	99.1	17.8	38.3	43.9	82.2
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2012	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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